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ABSTRACT

One of the most powerful deterrents to teacher retention appears to be isolation, the fact of being geographically separated from communities to which they feel akin or from the amenities and services to which they are accustomed. This 1978 study, conducted with the limited objective of ascertaining teachers' opinions of the ways in which aspects of rural service affect the rate of staff retention, focused on questionnaire responses from 335 teachers in 26 elementary and secondary schools in Western Australia and from 79 teachers who had resigned or moved to a different school during the previous 2 years. Data revealed that teachers were disadvantaged by country service in the following ways: the cost of living was often greater; more was spent on automobile and traveling expenses; financial incentives were unfavorable; the standard of housing was poor; there was less professional contact and support; further study, required for promotion, was restricted; social life was often restricted; moves were disruptive to teachers' families; and receptions from some local residents were apathetic. Factors that encouraged teachers to stay included school facilities, staff relationships, the challenging nature of the job, climate, and recreational facilities. Tabular data are presented which compare retention rates for various types of schools and characteristics of teachers and present teachers' attitudes to staff retention rates and factors that would influence their length of stay at a school. (NEC)

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EDUCATION DEPARTMENT
OF WESTERN AUSTRALIA

STUDIES IN RURAL EDUCATION NO 2

TEACHER TRANSFERS

A SURVEY OF TEACHERS' OPINIONS ON FACTORS INFLUENCING THEIR PERIOD OF STAY IN SCHOOLS WITH A LOW STAFF-RETENTION RATE

RESEARCH BRANCH
EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

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FOREWORD

One of the most complex aspects of a large education department is the staffing of schools. In 1979 there are, in round figures, 14 000 teachers in 700 schools in Western Australia. Each school has a role which is defined in terms of the ages, abilities, interests and needs of its students. Each community is unique in respect of its culture, facilities and expectations with regard to the school. Each teacher has qualifications, experience, aspirations and family circumstances that make him or her more suited to some appointments than others. In addition, there are rules and regulations which govern the conditions of employment of teachers to ensure that opportunities and benefits are distributed as fairly as possible throughout the State.

An unavoidable feature of school staffing is that there is a certain amount of movement of teachers from one school to another. While some turnover of this kind is unquestionably desirable, there is reason to believe that an excessive rate of change may be disturbing to children and result in a lack of sufficient continuity in the policies and programmes of the school.

For this reason I asked the Research Branch to obtain and report the opinions of teachers regarding aspects of service which need to be taken into account in the staffing of schools with a history for low staff-retention rates. Such schools tend to be in isolated country districts, and so this study is an additional contribution to the Department's continuing efforts to underwrite the quality of educational opportunities for children who live in distant and sparsely populated areas. It is the second report in a series of studies of rural education.

The study has been conducted by Mr P.A. Deschamp and Mr T.M. Beck with the assistance of other members of the Research Branch.

D. Mossenson

DIRECTOR-GENERAL OF EDUCATION

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1. INTRODUCTION

A problem shared by education systems throughout the world, whether they are centrally or locally controlled, is how to attract teachers to work in schools which are, for various reasons, unattractive to most teachers. One of the most powerful deterrents to teachers appears to be isolation, the fact of being geographically separated from the communities to which they feel akin or from the amenities and services to which they are accustomed.

However, it would be naive to expect to find a simple relationship between isolation and teachers' willingness to teach in schools. Often there are compensating factors such as a pleasant natural environment, a personal commitment to serve a disadvantaged community, or a spouse who has business or employment interests in the area. Further, there is often sufficient intrinsic interest in isolated communities to attract teachers to serve for one or two years, in which case an assessment is needed as to whether such short-term appointments are in fact a disadvantage for students.

Where a school is seen to be disadvantaged on account of the reluctance of teachers to serve for more than minimum periods of time, it is commonly suggested that attention may need to be directed towards the provision of extrinsic incentives such as financial allowances. advanced promotional prospects, and the imposition of regulations which require teachers to serve in such locations as a condition of employment or as a prerequisite for promotion.

A high rate of teacher turnover is believed by many to be detrimental to the quality of schooling. The school programme may lack continuity, teachers may not have the time to get to know and become well known to the community, and they may lack commitment to a school if they anticipate a short-term appointment. However, it can also be argued that getting to know a small community need not take long, that continuity due to transfers is no more harmful to pupils than the routine change of teachers within schools at the end of the school year (or several times a day in a secondary school), and that in a community that lacks intrinsic attractions, a steady and perpetual staff turnover is essential for the maintenance of teachers' morale and efficiency.

In a study of the prospects for school-leavers in Queensland, McGaw et al. (1977, p.112) found that country students in remote areas achieved lower standards than their metropolitan counterparts in all academic areas, though it was not possible to assert that these results were attributable to the quality of schooling rather than to other factors affecting students' ability. Nevertheless, the study revealed that there was a concentration of less-experienced teachers in isolated schools. In rural schools 87.5 per cent of staff were in their first or second year of teaching, while for metropolitan schools the corresponding figure was 19.6 per cent.

In Western Australia, a traditional device for ensuring that teachers are available for staffing country schools has been the Teacher Education Scholarship which was offered in return for an agreement to serve anywhere in the State. However, due to increases in the number of people wishing to undertake teacher education, the number of such scholarships needed to ensure an adequate supply of teachers has fallen from 1 413 in 1973 to 176 in 1978. In the same period the bond has been shortened from three or four years to a maximum of two years, and the cost of breaking the agreement has been reduced from over $5 000 in some cases to a maximum of $1 000. The effectiveness of the scholarship as a means of staffing country schools has been greatly diminished.

The Education Department has made some use of the promotion system to encourage staff stability by stipulating minimum periods of tenure after receiving a promotional appointment. For example, a teacher who applies for and accepts promotion or transfer to the position of principal of a school outside the metropolitan area is not entitled to transfer to another school of the same status for at least two years.

District allowances are paid to offset the high living costs that arise in some isolated areas, but the effect of these provisions on the length of time which teachers remain at particular schools is not clear.

The plentiful supply of most categories of teachers in Australia at the present time is reflected in the reduced rate of resignations and in increased competition for employment. These factors are likely to have some effect upon the rate of staff turnover in schools and are likely to facilitate the staffing of schools in remote areas. However, although the staff-retention rate may be more stable in 1978 than it was in previous years, the most attractive schools will continue to be staffed largely by teachers who have seniority in the service and a permanent residence near by.

A survey carried out by a committee in South Australia (Brown, c.1977) found that the factors which influenced teacher turnover were, in order of importance, accommodation, opportunities for further study, and isolation. A study by the Queensland Department of Education found that the main factors were schooling for children, employment for children, and cost of living (Tainton and Turner, 1976).

In another South Australian study, Godfrey (1974, p.1) noted that teachers generally could be classified into those who would try to avoid country service at all costs, those who would accept a short period of country service if suitable incentives were available, and those who liked the country and would be happy to work there without special incentives. The report recommended careful selection of teachers for country service.

In 1976 the State School Teachers' Union of W.A. (Inc.) conducted a survey on teachers' opinions about factors that would serve as incentives or compensation for country service. A discussion of the results (The W.A. Teachers' Journal, August 1977, p.43) indicated that most of the responses from country teachers focussed on the issues of housing, salary/allowance incentives and promotion/transfer considerations for country service.

McGaw et al. (1977, p.71) found that although teachers in country areas generally were in favour of an incentive plan, the offer of incentives was likely to have little influence on how long teachers were prepared to remain in such areas.

The present study was conducted with the limited objective of ascertaining teachers' opinions of the ways in which various aspects of country service affect the rate of staff retention. Such a study will not discover the final answers to staff turnover but may well provide leads which should be followed in any comprehensive investigation.

2. DESIGN OF THE STUDY

To ascertain teachers' opinions regarding service in schools which have a history of low staff-retention rates it seemed obvious that the teachers to include in the study were those who were serving or had recently served in such schools. A limitation of such a study is that there is no comparison group (e.g. schools which have a high staff-retention rate) and therefore no way of checking whether the expressed opinions are unique to schools with low retention rates or are held more generally. However, for the purpose of the present study it was considered appropriate to seek a direct expression of opinion from the teachers closest to the area of concern.

Schools with a low staff-retention rate were identified on the basis of the number of teachers on the staff in 1974 who were still there in 1977, expressed as a percentage of the 1974 staff number. This formula permitted comparisons across different types and sizes of schools. Special schools and class IV primary schools were omitted from the study because they are staffed from an adequate supply of specialist teachers volunteering for such schools. In addition, schools which had commenced operation or changed status since 1974 were excluded from the study. These criteria reduced the number of high schools (3 year secondary schools) available to the study such that they were not a viable group.

Subject to the omissions mentioned in the previous paragraph, all schools in the State system were thus ranked according to staff-retention rate within each type - senior high, district high (classes I and II) and primary (classes IA, I, II and III). Five per cent of the schools in each category, i.e. those with the lowest retention rate, were then selected for inclusion in the study.

As a means of selecting schools for the study, an alternative to 'retention' rate could have been 'turnover' or mobility', being the number of teachers who leave and are replaced over a period of time, rather than the number who stay. For example, two schools with staffs of 20 at the beginning might have 8 staffing changes over the period. Each school would have a 40 per cent turnover rate. However, one of the schools might have lost 8 of the original staff (a retention rate of 60 per cent) and the other might have had 8 temporary replacements for one of the original staff members who left the school (a retention rate of 95 per cent). For the purpose of this study it was thought that retention rate was likely to be the more fundamental measure of disruption to the school.

The result of this process of selecting schools is represented in Tables 2.1 and 4.2.

TABLE 2.1: NUMBERS OF SCHOOLS SELECTED FOR STUDY

School Type	Number of Available Schools	Number in lowest 5% (approx)
Senior High	61	3
District High I	22	2
District High II	27	2
Primary IA	41	2
Primary I	162	8
Primary II	60	3
Primary III	125	6
TOTAL	498	26

Information was obtained from four main sources

(1) Submissions from school staff members in response to an invitation published in The Education Circular, June, 1978 (see Appendix A).

(2) Departmental records on the staffing of schools over the past four years.

(3) A questionnaire to teachers in schools with a low staff-retention rate (Appendix C).

(4) A questionnaire to teachers who had recently moved from schools with a low staff-retention rate (similar to Appendix C).

Records in the Education Department showed that in the 26 schools selected for the study there were 422 teachers in 1978, and that from the same schools 126 teachers had resigned or moved to different schools during the previous two years. These were the two sets of teachers to whom the respective questionnaires were addressed.

School principals were informed by telephone of the purposes of the study and asked to arrange for the questionnaires to be distributed and returned. To the teachers who had left the schools, the questionnaires were sent individually by post.

Replies were received from 335 teachers who were still at the schools (79 per cent) and from 79 (63 per cent) of those who had left during the previous two years. Most of the analyses reported in the following pages are based on the responses from teachers who were still employed at the schools at the time of the survey.

3. VIEWS EXPRESSED IN SUBMISSIONS

Only five submissions were received in response to the invitation published in The Education Circular, all of them from principals of primary schools. Three of the principals were now in the metropolitan area (though they had had experience in country schools), one in the South-West of the State and one in a more remote country area.

The opinions of these five principals are fairly similar to the opinions of the 400 teachers who responded to the questionnaires, though they have made additional observations and suggestions outside the matters included in the questionnaires. The ideas expressed by the principals are presented below.

It was suggested that teachers are disadvantaged by country service in the following ways:

* the cost of living is often far greater in country areas;

* country teachers spend more on automobile and travelling expenses than their metropolitan counterparts;

* financial incentives offered to teachers do not compare favourably with those offered by other employers;

* the standard of housing is often below that enjoyed by others in the community and by teachers in the metropolitan area;

* for teachers who regard the metropolitan area as their permanent place of residence, buying a house while they are on country service involves them in problems with tenants and paying tax on the rent received, yet if they defer the purchase for a number of years their mortgage repayments are then much higher;

* there is less professional contact and support for country teachers;

* further study, required for promotion, is restricted and more difficult;

* in many cases the isolation is so extreme that social life is restricted;

* moves from one place to another are disruptive to the schooling of the teacher's children;

* in some towns, teachers experience an apathetic reception.

The following suggestions were made for ameliorating these disadvantages and increasing staff retention rates in schools:

* increase the allowances so that they are an incentive rather than merely a recoup of expenditure;

* provide better accommodation;

* reorganize the promotion structure so that promotion can be gained without such frequent transfers;

* arrange the district allowances so that they increase with the length of service at the school;

* provide a salary bar unless teachers serve at least a minimum period in the country;

* arrange teacher-training courses regionally to promote regional identity and the expectation of employment within the region; and

* give more encouragement to take up teaching to country-born people, who would be likely to want to return to their home districts or enjoy living in country areas.

4. PATTERNS OF STAFF-RETENTION RATES

To give an overall picture of retention rates in Government schools throughout the State, Table 4.1 presents schools of each type, in country and metropolitan areas, in terms of the percentage of 1974 members still on the staff in 1977.

TABLE 4.1 STAFF-RETENTION RATES FOR VARICUS TYPES OF SCHOOLS IN WESTERN AUSTRALIA, 1974-77

Per cent retention 1974-77	Senior High		District High I		District High II		Primary IA		Primary I		Primary II		Primary III		Total	
	C*	Met	C	Met	C	Met	C	Met	C	Met	C	Met	C	Met	C	Met
0-9	2		9		12		(5)		16	3	11	2	(66)	5	121	11
10-19	5	1	(7)		(6)		2	3	(10)	11	(5)	6			(35)	21
20-29	(8)	10	4		3		1	11	7	25	8	(9)	5		36	58
30-39	1	(17)	2		5		1	(7)	4	(28)	4	6	12	(5)	29	(63)
40-49	5	10			1			6	4	28	1	4			11	48
50-59		1						3	3	15	1	3	15	3	19	25
60-69								2		4			1	2	1	8
70-79										2						2
80-89									1	1					1	1
90-99																
100										1			1		1	1

* Country/Metropolitan ( ) Median cell in column

On inspection of Table 4.1 it is apparent that over all schools and within each category of schools the retention rates of metropolitan schools are greater than those in country areas. The cell which contains the median retention rate in each column is identified by brackets.

In order to understand more clearly what occurs within each school, it is instructive to see the fluctuations from year to year as shown in Table 4.2. Of the 104 annual retention rates indicated in Table 4.2, in only 27 cases were more than half the staff retained from one year to the next. Thus, in most of these schools which have been selected on the basis of their low rate of staff retention, it is the normal pattern that more than half of the teachers are replaced every year, and the columns at the right of the table show that out of 357 teachers on staff in 1974, only 9 remained in 1977.

TABLE 4.2: RETENTION RATES FOR THE 26 SCHOOLS SELECTED FOR THE STUDY

	Type of School	General location	No. staff 1974	Percentage retention rate *						1974 staff remaining in 1977
				1974 -75	1975 -76	1976 -77	1977 -78	Average annual	1974 -77	
1	Senior High	Pilbara	43	67	50	50	46	53	9	4
2		Eastern Wheatbelt	12	48	53	50	50	51	9	1
3		Central Wheatbelt	20	50	38	60	39	47	10	2
4	District High I	Goldfields	25	24	52	48	44	42	0	0
5		Pilbara	14	57	57	32	29	48	0	0
6	District High II	Northern Wheatbelt	15	27	40	40	38	36	0	0
7		Central	15	40	46	46	40	43	0	0
8	Primary IA	Pilbara	20	50	40	61	63	52	0	0
9		Pilbara	21	43	44	39	44	43	0	0
10	Primary I	Pilbara	16	38	36	48	46	42	0	0
11		Metropolitan	14	86	25	39	38	44	0	0
12		Pilbara	14	50	45	53	25	43	0	0
13		Goldfields	10	50	50	50	50	50	0	0
14		Pilbara	9	33	21	39	53	37	0	0
15		Metropolitan	8	13	57	78	68	54	0	0
16		Gascoyne	20	25	43	86	41	44	5	1
17		Goldfields	20	40	41	57	54	48	5	1
18	Primary II	Pilbara	**				50			
19		Metropolitan	9	89	50	46	90	67	0	0
20		Goldfields	7	43	43	56	38	45	0	0
21	Primary III	Pilbara	5	25	60	13	40	34	0	0
22		Central Wheatbelt	4	50	0	100	0	38	0	0
23		Northern Goldfields	4	50	33	33	25	35	0	0
24		Hills	4	50	33	20	57	40	0	0
25		Northern Goldfields	4	75	33	50	0	40	0	0
26		South-West	4	80	83	67	67	74	0	0

* In selecting for the study the 5 per cent of schools of each type which had the lowest retention rate, only the years 1974-77 were considered. After commencing the study, the figures for 1977-78 became available and these are included here for information. Percentages are rounded for convenience.

** In 1977, a section of school 8 was separated to form school 18. Although retention rates are not applicable for earlier years, the school was included in the study.

5. CHARACTERISTICS OF TEACHERS

The following information was obtained from the 335 questionnaires returned from teachers who were still working at the 26 schools selected for the study. This represents a return rate of 79 per cent. The characteristics of the 21 per cent who did not return questionnaires are not known, so whether or not they were typical in respect of the following variables must remain a matter for speculation.

Fifty-seven per cent were under 25 years of age and almost 75 per cent were under 30.

Sixty per cent had taught less than four years, as is shown in Table 5.1.

TABLE 5.1: YEARS OF TEACHING EXPERIENCE

Years teaching including 1978	Per cent of teachers
1	22
2	20
3-4	18
5-9	20
10-20	15
20+	5

About half the teachers were married but only 14 per cent had school-aged children.

Fifty-seven per cent stated that their normal place of residence is the metropolitan area, followed by 17 per cent large country town, 18 per cent small country town and 8 per cent 'other'.

Table 5.2 shows that for 44 per cent of the teachers their present appointment was their first. In only 9 per cent of cases was the appointment an unrequested transfer, which draws attention to the fact that the staffing of schools is carried out with due regard for the expressed wishes of teachers. Nevertheless, many of the 40 per cent of teachers who indicated that they were prepared to go anywhere would have been aware that their initial appointment or their promotion might have depended on that preparedness.

TABLE 5.2: CONDITIONS OF APPOINTMENT TO PRESENT SCHOOL

	Applied for this school	Applied for this region	Prepared to go anywhere	Unrequested transfer	Total
First appointment	4 *	11	28	1	44
A transfer	13	8	4	7	32
A promotion	7	2	6	0	15
Other	4	3	2	0	9
Total	28	24	40	9	100

* Percentage of teachers

Table 5.3 shows the length of time the teachers had been at their present school and their expectations regarding the length of time they will stay there.

TABLE 5.3: EXPECTED LENGTH OF STAY AT PRESENT SCHOOL

Years at this school so far including 1978	Expected length of stay				
	End of 1978	End of 1979	Beyond 1979	Other [1]	Total
1	9 *	23	8	7	47
2	15	7	4	2	28
3	7	3	3	1	14
4+	4	2	4	1	11
Total	35	35	19	11	100

* Percentage of teachers

[1] It is not clear what the 'others' were, though they probably included some who expected to leave mid-1978 or mid-1979.

Forty-seven per cent had been at their present school one year or less and 74 per cent two years or less. Although 35 per cent expected to leave at the end of 1978, three-quarters of them were already in their second year or more. Excluding the '9' and the '7' in the top row of Table 5.3, it appears that 84 per cent of the teachers in these schools had already taught or expected to teach in their present school for more than one year.

6. TEACHERS' ATTITUDES TO STAFF RETENTION RATES

As suggested earlier in this report, the question of whether a low staff-retention rate is detrimental to a school is arguable. Before examining teachers' opinions regarding conditions which may affect the retention rate, it is useful to inquire whether the teachers themselves consider that there is a problem.

Teachers were asked to express their agreement or disagreement with five statements regarding their present school. Table 6.1 summarizes the responses from teachers who were still employed at the schools.

TABLE 6.1 TEACHERS' OPINIONS ABOUT LOW RETENTION RATES

Statement	Response percentages for each statement				
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
The high rate of teacher turnover is a disadvantage for the pupils in this school.	42	38	5	13	2
The Department should make a greater effort to appoint teachers who are suited to this particular school.	40	38	11	10	1
It is difficult for a teacher to develop any kind of long term commitment to this school.	14	31	14	32	9
Better handover procedures (school records etc) should be devised for ensuring a smooth transition between departing and incoming teachers.	24	41	16	17	2
A high rate of staff turnover will continue at this school whatever is done.	16	34	24	20	6

The most commonly expressed opinions in Table 6.1 are that a high rate of staff turnover is a disadvantage for pupils and that the Education Department should make a greater effort to appoint teachers who are suited to particular schools, though in both cases a number of teachers disagree.

There was considerable support for the suggestion that improved handover procedures should be devised to smooth the transition between successive teachers.

Half the teachers held the opinion that a high rate of staff turnover would continue at their school irrespective of any attempts to improve the conditions of service. Nevertheless, 55 per cent disagreed or were not sure regarding the statement that it is difficult to develop any kind of long term commitment to their school. Although no definition of 'long term' was indicated, the responses suggest that in at least some of these schools it may still be possible to improve staff-retention rates.

Teachers were also asked to state the optimum period of time they considered a teacher should stay at their school. Table 6.2 presents the responses in respect of five categories of teachers.

TABLE 6.2: TEACHERS' OPINIONS CONCERNING OPTIMUM LENGTH OF APPOINTMENTS TO THEIR SCHOOL

Category of teacher	Response percentages for each category				
	1 year	2 years	3 years+	Impossible to answer	Should not be appointed
First year out of college	7	56	19	10	8
Young single female	9	58	15	14	4
Young single male	7	53	22	16	2
Married, both teachers	1	24	51	21	3
Married, one teacher	5	26	36	30	3

Marital status clearly separates the responses in Table 6.2, with two-year appointments being favoured for the young and single and longer appointments seen as more feasible for the married, especially if husband and wife are both teachers. However, the less weighty responses should also be noted: one year was considered long enough for some appointments; three years was seen as satisfactory in some cases for young single teachers; and, in a few cases, it was considered that certain types of teachers should not be appointed at all.

7. FACTORS INFLUENCING TEACHER RETENTION

The questionnaire sent to the teachers who were still employed at the schools in the study was substantially the same as that sent to those who had left during the previous two years, except for minor differences needed to fit the different situations (see Appendix B).

Seventeen factors were listed and teachers were asked to indicate the way each factor had influenced (or was likely to influence) the length of time they stayed at the school. Responses were to be as follows:

a very important influence encouraging me to stay	(1)
a moderate influence encouraging me to stay	(2)
not applicable or does not influence my intention	(3)
a moderate influence likely to encourage me to leave	(4)
a very important influence likely to encourage me to leave	(5)

Table 7.1 summarizes the responses from the two groups of teachers.

TABLE 7.1: FACTORS INFLUENCING LENGTH OF STAY AT SCHOOL

Factors	Teachers at the schools (N = 335)		Teachers who had left (N = 79)	
	Mean rating(1)	Order of(2) Influence	Mean rating(1)	Order of(2) Influence
a. Cost of living	-61	----	-25	
b. Employment for spouse	+08		-10	
c. Education for children	-07		-24	
d. Cultural facilities	-36	-	-35	-
e. Access to family/friends	-69	----	-78	----
f. Climate	+42	++	+11	
g. Recreation	+26		-07	
h. Pupils	00		-13	
i. Community	-05		-27	
j. Isolation	-66	----	-02	
k. Accommodation	-11		+01	
l. School facilities	+62	++++	+56	+++
m. Staff relationships	+58	+++	+60	++++
n. Further study	-68	----	-37	-
o. Promotion	-19		-36	-
p. Previous training	+14		00	
q. Job challenge	+53	+++	+33	+
Mean	-03		-08	

(1) Mean scores have been converted to whole numbers, with zero representing 'not applicable or does not influence my intention', and 100 representing a moderate influence. Positive scores indicates a factor which encourages a longer stay and negative scores indicate reasons for wanting to leave

(2) To indicate priorities more clearly, categories of ratings have been created as follows: ++++ = 60 and above
+++ = 50-59
++ = 40-49
+ = 30-39
The negative symbols follow the same pattern.

Perhaps the salient feature of Table 7.1 is that no factors were noted as even a moderate influence, either positive or negative, and many deviated only slightly from zero. Other points to emerge include

* For both sets of teachers the strongest negative influence was access to friends and family and the next strongest was facilities for further study.

* Employment for spouse and education for children were perceived as negative influences by those who had already left the schools.

* Those who had left had stronger negative feelings about the social/cultural characteristics of the pupils and the communities, while those still at the schools felt more strongly about isolation. These differences may reflect either changes of perception over time or else a feeling of responsibility on the part of teachers still in the schools to be more charitable in their ratings of the pupils and communities with whom they work.

* There were positive ratings of school facilities, staff relationships and job challenge.

* Accommodation was rated slightly negatively by those still at the schools and neutrally by the others.

* Climate was a moderate attraction to both groups while recreation suited those who were still at the schools but not those who had left.

* Overall, the teachers who had left the schools had a more negative opinion of the factors which influenced their stay at the schools.

In order to identify points of variation from the general picture presented above, Table 7.2 indicates in summary form the main positive and negative influences within sub-categories of the group of teachers who were still at the schools.

TABLE 7.2: MAIN FACTORS INFLUENCING VARIOUS GROUPS OF TEACHERS CONCERNING LENGTH OF STAY AT THEIR SCHOOL [1]

Factors	Single		Married no children		Married with chn		Normal residence	
	Male	Fem	Male	Fem	Male	Fem	Metro	Country
a. Cost of living	----	-	--		----	---	---	
b. Employment for spouse				++++				
c. Education for children						-		
d. Cultural facilities	---	--	--		-		--	
e. Access to family/friends	----	----	----	--	---	-	----	----
f. Climate	+++	+++	+++	+			+	+++
g. Recreation			+++	++		+		++
h. Pupils								
i. Community					-			
j. Isolation	----	----	--	----	----	--	----	---
k. Accommodation		--						
l. School facilities	++++	+++	++++	+++	+	++++	++++	++++
m. Staff relationships	++++	+++	+++	+++	+	++++	+++	++
n. Further study	----	----	----	--	---	---	----	----
o. Promotion					----	---		
p. Previous training			+++	+++				
q. Job challenge	+	+++	++++	++++	+	++++	+++	+++
No. of respondents [2]	58	108	27	60	19	51	186	116

[1] See footnote (2) of Table 7.1 for explanation of symbols.

[2] The sub-totals within the marital status and residence columns do not add exactly to 335 (see Table 7.1) due to incomplete responses to some items.

Although the overall responses shown in Table 7.2 predictably reflect the pattern revealed in Table 7.1, several additional points emerge from the more detailed analysis:

* A number of female teachers were obviously employed in these schools on account of their husbands having other employment in the same district. Employment for spouse was an important consideration for female married teachers without children.

* Access to family and friends was a negative factor for all groups. Those who were married with children, who undoubtedly were more self-contained as a family unit, rated it less negatively than the others. This factor was more important for those whose normal residence was in the metropolitan area than for those who lived in the country. Isolation was given similar ratings.

* School facilities and staff relationships again were positively rated by all groups.

* Limited opportunities for further study was a negative factor for all groups of teachers. Single male teachers rated it more than a 'moderate' influence. This made it the most strongly rated factor within any of the sub-group analyses.

* Promotion opportunities were important, particularly for teachers with children. Undoubtedly this was related to years of experience and reflected the procedures by which advancement is achieved within the system (see Table 7.3 below).

* It is interesting to note the nigh priority given by teachers to the challenge of the job.

* Accommodation is often mooted as a factor prejudicial to country service, however no group gave it a high priority.

TABLE 7.3: FACTORS RELATED TO YEARS OF EXPERIENCE*

Factors	Years of teaching experience			
	0-2	3-5	6-10	11+
Access to family/friends	-98	-68	-48	-29
Further study	-80	-73	-61	-42
Promotion	-00	-10	-37	-51
No. of respondents	147	63	68	60

* These are the only factors which had obvious relationships to years of experience. They had a negative influence on length of tenure at the schools.

Access to family and friends is a concern which declines over time. The same applies to desire for further study, though it is noteworthy, and indicative of the pressures upon teachers to upgrade their qualifications, that many with eleven or more years of experience are still pursuing their studies.

The pursuit of promotion is of no concern to the average teacher in these schools in his first two years of teaching. As the years accumulate, it becomes an important factor limiting the length of time a teacher can afford to stay at any school.

In summary, the analyses in this chapter seem to point to the following conclusions:

1. The professional aspects of service in schools which have a low rate of staff retention, such as school facilities, relationships between staff members (school climate) and the willingness of teachers to accept their task as a challenge, are factors which encourage teachers to take up appointments.

2. In addition, the local circumstances of climate and opportunities for recreation are a positive attraction for many teachers to take up appointments in these areas.

3. The factors which discourage long-term appointments fall into three categories:

   (a) those which are intrinsic to the situation and can hardly be alleviated by Departmental action (e.g. isolation and access to family and friends);

   (b) those which relate to conditions of service within the Education Department (e.g. the promotional structure and the need to engage in continuing study for many years after initial graduation as a teacher);

   (c) those which relate to physical and social well-being (e.g. cost of living and cultural amenities).

The next chapter examines teachers' opinions on measures which might improve the staff-retention rate in the schools.

8. FACTORS LIKELY TO IMPROVE RETENTION OF STAFF

Teachers were asked to indicate the degree to which ten possible changes to conditions of service could increase the length of time they would be content to stay at the school. The results are shown in Table 8.1.

It would be reasonable to expect that factors likely to improve retention could be deduced from knowledge about factors which currently influence the length of appointments. However, the connection is not simple. Some aspects of a teaching appointment, such as the quality of cultural activities in the local community or distance from relatives, may be impossible to change by administrative action. In these cases it is necessary to consider incentives which may compensate for the 'disincentives'. On the other hand, some disincentives, such as accommodation problems or poor school facilities, may be remedied by direct action at the point of the problem. Further, it is possible that factors considered satisfactory in themselves nevertheless may be the ones in which improvement could be effected as a means of counter-balancing negative factors which cannot be changed.

TABLE 8.1: FACTORS CONSIDERED LIKELY TO IMPROVE STAFF RETENTION

Factors	Teachers at the schools (N = 335)		Teachers who had left (N = 79)	
	Mean rating[1]	Rank order	Mean rating	Rank order
(a) Increased travel allowance	2.04	2	1.77	3
(b) Improved school facilities	1.78	6	1.40	9
(c) Improved school climate	1.61	9	1.51	7
(d) Improved professional facilities at regional centre	1.66	8	1.51	7
(e) Increased district allowance	2.25	1	2.07	1
(f) Promotion within the school	1.74	7	1.65	6
(g) Special promotion after extended service in high mobility schools	1.94	4	1.92	2
(h) Earlier long service leave	1.91	5	1.72	4
(i) Assistance for family education	1.42	10	1.39	10
(j) Improved accommodation	1.96	3	1.68	5
Mean	1.83		1.66	

[1] The responses were as follows: No influence (1)
Moderate influence (2)
Very important influence (3)

It is important to notice that nearly all the mean rating scores in Table 8.1 fall below 2.00. This indicates that it was the opinion of teachers that almost anything that could be done to make the schools more attractive would have little influence on the rate of staff retention.

Increased district allowance received the highest rating by both groups of teachers. Increased travel allowance, special promotion, improved accommodation, and earlier long service leave followed in priority and were generally regarded as less than a moderate influence.

Overall, the teachers still employed at the schools were more optimistic than those who had left that the proposed measures would improve staff retention rates.

Table 8.2 breaks the responses of teachers still at the schools into categories based on sex, marital status and dependents.

TABLE 8.2: OPINIONS OF VARIOUS GROUPS OF TEACHERS CONCERNING FACTORS LIKELY TO IMPROVE STAFF RETENTION

Factors	Single				Married no children				Married with children			
	Male		Female		Male		Female		Male		Female	
(a) Increased travel allowance	2.14	3	2.15	3	2.01	5	1.83	2	2.00	5	1.96	5
(b) Improved school facilities	1.72	7	1.72	6	1.78	7	1.78	3	1.84	6	1.88	6
(c) Improved school climate	1.53	9	1.64	8	1.56	9	1.65	7	1.47	10	1.60	9
(d) Improved professional facilities at regional centre	1.57	8	1.74	5	1.74	8	1.72	4	1.72	9	1.41	10
(e) Increased district allowance	2.24	1	2.37	1	2.56	1	2.03	1	2.26	1	2.16	2
(f) Promotion within the school	2.02	4	1.50	9	2.11	4	1.57	9	1.79	8	1.66	8
(g) Special promotion after extended service in high mobility schools	2.21	2	1.67	7	2.52	2	1.70	5	2.17	3	2.12	3
(h) Earlier long service leave	1.88	6	1.80	4	2.00	6	1.68	6	2.21	2	2.24	1
(i) Assistance for family education	1.16	10	1.16	10	1.52	10	1.25	10	2.16	4	2.06	4
(j) Improved accommodation	1.93	5	2.20	2	2.23	3	1.58	8	1.84	6	1.86	7
Mean rating of all factors	1.84		1.80		2.00		1.68		1.95		1.90	
No. of respondents	58		108		27		60		19		51	

As may be expected, the overall pattern of rating of the factors in Table 8.2 is similar to that shown in Table 8.1. Increased district allowance is rated by all groups as the incentive most likely to encourage teachers to stay longer at their appointments. However additional points emerge from Table 8.2:

(1) The ratings for other factors varied between groups, for example,

   (a) assistance for family education and earlier long service leave were given a higher rating by married teachers with children;

   (b) promotion within the school was favoured more by male teachers; and

   (c) improved accommodation was regarded more strongly as a positive influence by single female and married male teachers without children.

(2) Some categories of teachers appear more likely than others to be influenced by the provision of additional incentives to prolong their stay at a school. Male teachers rated more factors as at least a moderate influence than female teachers. Female teachers without children were least likely, according to questionnaire responses, to be encouraged by the above factors to accept longer term appointments to schools which have a record of low staff-retention rates.

Further breakdown of the responses in terms of alternative classifications of teachers did not produce any notable additions to the information in Tables 8.1 and 8.2, with the exception that teachers in Class III primary schools were less inclined than those in other schools to be influenced to stay longer, whatever incentives may be offered. Their mean rating of the possible influences of all the factors was 1.58, about midway between 'no influence' and 'a moderate influence'.

Finally, it is important to remember that although some fairly consistent patterns of results have appeared in the tables, the characteristics of individual schools and individual teachers make it unlikely that any one approach will significantly improve staff-retention rates. When the responses are grouped by schools, some factors were rated as important influences in some schools and unimportant in others. For example, the mean responses of individual schools to district allowances, which was the highest rated factor overall, ranged from 1.25 (almost no influence) to 2.70 (strong influence). Similarly, improved accommodation, which had a low rating overall, ranged from 1.28 to 2.56. Even improved school climate, which generally received a low rating, ranged from 1.00 (no influence at all) to 2.36.

The differences between schools in teachers' opinions indicates that, rather than looking for the most powerful general factors, schools would need to be considered individually.

9. CONCLUSIONS

The distilled conclusions from the teachers' opinions about whether teacher turnover is an issue and what might be done about it are

(1) A low staff-retention rate is disadvantageous for the students; but, given where the schools are located, it is likely to continue.

(2) Staff-retention rates are influenced by a number of factors, some common to most of the schools and others specific to a few schools or a sub-group of teachers.

(3) The general influences most likely to encourage a longer stay by teachers are financial, but even these are considered unlikely to have much impact.

(4) The removal of disincentives specific to particular schools (where possible) is likely to remove some of the pressure to leave.

(5) An endeavour should be made to improve hand-over procedures so as to minimize the disruptive effects of staff turnover.

This study has shown that schools in some areas have lower staff-retention rates than others, and that such schools tend to be staffed by relatively inexperienced teachers (often first appointments) who have the expectation of a short stay in the school.

Some of the most important influences encouraging teachers to leave, like access to family and friends and isolation are difficult or impossible to change. Others, like the cost of living and facilities for further study, are more readily reduced. One feature of the results was the diversity of opinion over the factors that influence the length of time that teachers would be prepared to stay at the school. This suggests the importance of considering schools individually with regard to the factors which may affect teachers' willingness to remain for worthwhile periods of time, as well as attempting to match teachers with schools that best suit them.

There was considerable agreement about factors that encourage teachers to stay. School facilities, staff relationships, the challenging nature of the job, climate and recreational facilities were commonly given favourable ratings. The first three were rated highly by most sub-groups.

The influences that teachers say are most likely to encourage a longer stay do not necessarily relate directly to the main reasons given for leaving - as already mentioned, it is difficult to reduce isolation as such. The influences rated most highly as likely to encourage a longer stay were increased district and travel allowances, earlier long service leave, special promotion after extended service in unattractive schools, and better accommodation. Opportunity for further study was not included in the questionnaire item relating to factors which might improve staff retention, though in view of its consistent negative rating as a factor which influences length of stay at a school, it should be given further consideration amongst the possible improvements to conditions of service.

Increased allowances was rated by all groups, except one, as the most powerful encouragement to stay, the exception being that married female teachers with children gave top priority to earlier long service leave. Informal comments on the questionnaires suggested that to have a significant effect a substantial increase would be required. This opinion is supported by the findings shown in the literature survey and by the fact that most teachers thought that the optimum period in these schools was two years for single teachers and three years for married teachers. Fifty per cent of teachers held that the low retention rate would continue at their school, irrespective of any changes made.

It was also commonly held that the Department should make greater effort to appoint teachers who are suited to the school, though it is not clear exactly what this means or by what administrative changes it could be achieved.

The teachers were also confident that more comprehensive hand-over procedures would help offset the effects of the turnover rate. Perhaps the direct effects of staff changes may be mitigated by more careful attention to the transition period itself. This is worth considering for the additional reason that any ideas which can be found for the improvement of school records or other aspects of staff transition will be relevant to all schools, not only those which have a low staff retention rate.

The Education Department and its teachers are entitled to be complimented on the fact that school facilities, school climate (relations between staff members) and the challenge of the job were given high ratings as factors which made appointments to these schools an attractive proposition. These positive attitudes lend authenticity to the opinions expressed on other aspects of the appointments.

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APPENDIX A

Extract from The Education Circular, June, 1978, p.126

TEACHER MOBILITY STUDY
SUBMISSIONS INVITED

The Research Branch of the Education Department is presently examining the levels of teacher mobility in schools. The purpose of the study is to identity significant factors influencing the rate of staff turnover, especially in country schools.

A sample of schools with high and low* levels of staff turnover will be drawn and information will be gathered about school and community factors. Teachers who have recently left these schools will be invited to indicate the factors that influenced their transfer.

Submissions regarding this study are invited. Anyone wishing to make suggestions on the matter of teacher mobility, particularly with respect to country areas, is invited to contact the Superintendent of Research, Education Department of Western Australia, 45 Havelock Street, West Perth, W.A. 6005, for further details.

A report will be prepared on the findings and recommendations.

* As explained in the body of the report, the study in fact focused on schools with low levels of staff retention.

APPENDIX B

SUBMISSIONS RECEIVED

Submissions were received from

Mr D. Brown - Principal - Cue Primary School
Mr J. Clark - Principal - Redcliffe Primary School
Mr G. Droppert - Principal - Bentley Primary School
Mr D.P. Allen - Principal - Neerigen Brook Primary School
Mr R.T. McMahon - Principal - Dunsborough Primary School

APPENDIX C

TEACHER MOBILITY SURVEY

The Education Department of Western Australia has since the early years of this century had a firm commitment to the provision of educational opportunities for children who live in isolated and sparsely populated areas. Our correspondence courses and supporting radio facilities have long been acknowledged as notable features of our educational system. The Isolated Students Matriculation Scheme is a recent innovation which allows District High Schools to assist small numbers of students to continue their studies through to the completion of Year 12.

A particular matter which has come under discussion again this year is the problem of ensuring the satisfactory staffing of country schools. The Teachers' Union and the Education Department both recognize that rapid and continuous changes of staff might work to the disadvantage of students and that adequate incentives need to be provided to attract teachers to serve in isolated schools.

For this reason I have asked the Research Branch to obtain and report the opinions of teachers regarding aspects of country service which need to be taken into account in the staffing of country schools. As a result, the attached questionnaire has been prepared. Information is sought about factors that cause high staff mobility in particular schools and about influences that might encourage teachers to remain longer.

The questionnaire has been designed with 'boxes' to streamline the sorting and counting of responses as much as possible, but it is important for you to add your own comments where the 'short-answer' questions do not fully express your opinions and perceptions. Please feel welcome to elaborate upon any issue that could be of help in evaluating the staffing policies and procedures of the Department in connection with this matter.

On average over the last four years, the staff-retention rate at the school in which you are now teaching has been in the lowest 5 per cent of schools throughout the State. Although it may well be the case that the school this year is in some important ways different from previous years, it seems likely that you will be able to comment usefully on the questions raised in this study. Please assist the Department's further attempt to approach this problem of high mobility in country areas by completing this questionnaire.

An envelope is provided for the completed questionnaire, which should be returned either individually or as a bulk despatch from the school to the Superintendent of Research.

If you have any questions regarding this survey, please contact Mr Phil Deschamp at the Research Branch.

It would be appreciated if the questionnaire could be returned not later than the end of second term.

The completed questionnaire will be processed by Research Branch staff. Your personal opinions and circumstances will not be disclosed to me or anybody else outside the Research Branch. The report of the survey will be only in terms of general facts and opinions which may be of help in the staffing policy of the Department.

I would like to thank you in advance for your co-operation.

D. Mossenson

DIRECTOR-GENERAL OF EDUCATION

TEACHER MOBILITY SURVEY

Questionnaire to Teachers in Schools with a Low Staff Retention Rate

Please complete the items by writing in each box the appropriate numeral.

				RESULTS	
				Teachers presently in the schools	Teachers who recently have left the schools
1.	Sex	Male	(1)	40.4%	50.0%
		Female	(2)	59.6%	50.0%
2.	Age	Under 22 years	(1)	18.5%	1.3%
		22 - 25 years	(2)	38.5%	53.9%
		26 - 30 years	(3)	17.6%	13.2%
		31 - 40 years	(4)	18.2%	22.4%
		41 - 50 years	(5)	5.4%	7.9%
		Over 50 years	(6)	1.8%	1.3%
3.	Years of teaching experience including 1978				
		1 year	(1)	22.2%	10.7%
		2 years	(2)	20.1%	22.7%
		3 - 4 years	(3)	18.0%	26.7%
		5 - 9 years	(4)	19.5%	12.0%
		10 - 20 years	(5)	15.0%	24.7%
		More than 20 years	(6)	5.4%	4.0%
4.	Years at this school including 1978				
		1 year	(1)	47.1%	38.7%
		2 years	(2)	27.3%	48.0%
		3 years	(3)	14.4%	10.7%
		4 or more years	(4)	11.1%	2.7%
5.	Status	Principal	(1)	7.2%	15.8%
		Deputy Principal	(2)	8.1%	9.2%
		Senior Mistress/Master	(3)	4.5%	0.0%
		Teacher	(4)	80.3%	75.0%
6.	Marital status	Single	(1)	47.4%	50.4%
		Married	(2)	52.6%	49.6%

7.	Dependent children			
	Nil	(1)	75.5%	69.7%
	Pre-school only	(2)	7.9%	7.9%
	One or more school-age	(3)	13.6%	21.1%
	Other (please comment opposite)	(4)	3.0%	1.3%
8.	Place of normal residence			
	Metropolitan area	(1)	57.3%	75.0%
	Large country town	(2)	17,1%	7.9%
	Small country town	(3)	18.0%	11.8%
	Other (please comment opposite)	(4)	7.6%	5.3%
9.	Do you own a house?			
	Yes	(1)	33.0%	32.4%
	No	(2)	67.0%	67.6%
10.	Name of this school			
	In Items 11 and 12 describe your appointment to the school			
11.	It was my first appointment	(1)	44.3%	46.7%
	It was a transfer	(2)	31.8%	22.7%
	It was a promotion	(3)	14.5%	20.0%
	Other (please comment opposite)	(4)	9.4%	10.7%
12.	I applied for this school	(1)	27.4%	24.3%
	I applied for this region	(2)	23.3%	24.3%
	I was prepared to go anywhere	(3)	39.6%	38.6%
	It was an unrequested transfer	(4)	8.5%	12.9%
13.	If you have been at this school for more than one year, did you apply for either promotion or transfer at the end of 1977?			
	Yes	(1)	9.9%	12.9%
	No	(2)	45.2%	48.6%
	Not applicable	(3)	44.9%	38.6%

14. How much longer do you expect to remain at the school?

To the end of 1978 ..... (1)	34.4%
To the end of 1979 ..... (2)	34.6%
Beyond 1979 ..... (3)	14.7%
Other (please comment opposite) ..... (4)	10.5%

N/A

15. Please indicate the way in which each factor is likely to influence the length of time you stay at the school. Select your response to each Item from the following:

a very important influence encouraging me to stay ..... (1)	
a moderate influence encouraging me to stay ..... (2)	
not applicable or does not influence my intention ..... (3)	
a moderate influence likely to encourage me to leave ..... (4)	
a very importate influence likely to encourage me to leave ..... (5)	

	Teachers presently in the schools					Teachers who recently have left the schools				
	1	2	3	4	5	1	2	3	4	5
(a) Cost of living (taking into account current district allowances)	5.4	7.5	43.1	30.7	13.3	4.2	2.8	62.5	25.0	5.6
(b) Employment opportunities for spouse or adult children	13.7	5.2	66.5	4.6	10.1	5.6	7.0	71.8	2.8	12.7
(c) Education needs of your children	4.9	3.1	79.4	55.0	7.1	1.4	0.0	83.1	4.2	11.5
(d) Cultural facilities	2.1	13.9	41.2	30.9	11.8	2.8	9.9	49.3	25.4	12.7
(e) Access to friends and family	5.7	8.7	24.1	33.4	28.0	1.4	2.8	39.4	28.2	28.2
(f) Climate	16.3	28.3	39.8	12.7	3.0	11.1	22.2	43.1	13.9	9.7
(g) Recreational facilities	11.7	33.1	32.2	15.7	7.2	7.0	19.7	40.8	23.9	8.5

(h) Social/cultural characteristics of the pupils	4.5	23.0	45.8	21.2	5.5	4.2	16.9	52.1	15.5	11.3
(i) Social/cultural characteristics of the local community	5.2	22.4	40.6	26.1	5.8	5.6	15.5	42.3	19.7	16.9
(j) Isolation	0.9	4.5	42.4	31.5	20.6	4.2	4.2	40.8	23.9	31.0
(k) Accommodation	12.7	16.7	33.9	20.3	16.4	9.9	23.9	39.4	11.3	15.5
(l) School facilities	19.1	38.5	29.4	10.9	2.1	18.3	26.8	49.3	4.2	1.4
(m) Other staff members - school climate	19.1	36.8	31.6	8.2	4.3	23.8	25.4	40.8	7.0	2.8
(n) Facilities for further study	2.4	4.5	40.9	26.4	25.8	2.8	0.0	66.2	19.7	11.3
(o) Promotion	5.5	7.3	63.8	9.7	13.7	1.4	0.0	75.7	7.1	15.7
(p) the relevance of your previous training and experience	5.8	14.4	70.6	6.7	2.4	4.2	5.6	80.6	5.6	4.2
(q) The challenging nature of the job	14.9	34.7	41.8	6.2	2.5	11.6	29.0	47.8	8.7	2.9
(r) Other (please comment opposite)	11.7	16.0	48.3	10.0	20.0	12.5	12.5	31.3	6.3	37.5

16. Under what circumstances do you expect to leave your present appointment?

To gain promotion	(1)	16.1%	12.0%
As a transfer at my request	(2)	72.4%	73.3%
As an unrequested transfer	(3)	0.6%	0.0%
Other (please comment opposite)	(4)	10.8%	14.7%

17. Please indicate the degree to which the following factors could increase the length of time you would be content to stay at the school:

No influence ..... (1)
Moderate influence ..... (2)
Very important influence ..... (3)

		1	2	3	1	2	3
(a)	Increased travel allowance	29.6%	36.6%	33.8%	47.3%	28.4%	24.3%
(b)	Improved school facilities	39.0%	44.4%	16.6%	72.6%	15.1%	12.3%
(c)	Improved school climate	50.3%	38.5%	11.2%	65.3%	18.7%	16.0%
(d)	Improved professional facilities at the regional centre	47.9%	37.9%	14.2%	62.2%	24.3%	13.5%
(e)	Increased district allowance	23.0%	29.3%	47.7%	33.8%	25.7%	40.5%
(f)	Promotion within the school	50.2%	25.7%	24.2%	54.1%	27.0%	18.9%
(g)	Opportunities for special promotion as an outcome of extended service in high mobility schools	39.7%	26.7%	33.6%	41.1%	26.0%	32.9%
(h)	Earlier long service leave entitlements	38.6%	31.6%	29.8%	56.0%	16.0%	28.0%
(i)	More assistance for family education	71.5%	14.5%	13.9%	77.0%	6.8%	16.2%
(j)	Improved accommodation	37.9%	28.1%	33.9%	54.8%	21.9%	23.3%
(k)	Other (please comment opposite)	54.8%	12.9%	32.3%	53.3%	0.0%	46.7%

18. What is your opinion in regard to the following statements?

I agree strongly ..... (1)
I agree ..... (2)
I am not sure ..... (3)
I disagree ..... (4)
I disagree strongly ..... (5)

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		1	2	3	4	5	1	2	3	4	5
(a)	The high rate of teacher turnover is a disadvantage for the pupils in this school	41.7	37.8	5.1	13.0	2.4	52.7	35.1	6.8	5.4	0.0
(b)	The Department should make a greater effort to appoint teachers who are suited to this particular school	39.9	38.4	10.9	9.7	1.2	50.7	28.0	10.7	8.0	2.6
(c)	It is difficult for a teacher to develop any kind of long term commitment to this school	14.1	31.1	13.5	32.3	9.0	27.0	21.6	6.8	29.7	14.7
(d)	Better handover procedures (school records etc) should be devised for ensuring a smooth transition between departing and in-coming teachers	23.9	40.6	15.8	17.3	2.4	21.6	40.5	12.2	21.6	4.1
(e)	A high rate of staff turnover will continue at this school whatever is done. (If you agree, why? Please comment opposite)	16.4	34.0	23.8	20.1	5.4	20.8	31.9	22.2	16.7	8.3

19. What do you consider is the optimum period of time a teacher should stay at your present school?

1 year ..... (1)
2 years ..... (2)
3 years or more ..... (3)
Impossible to answer ..... (4)
Should not be appointed ..... (5)

		1	2	3	4	5	1	2	3	4	5
(a)	First year out of College	6.6	56.3	19.3	9.9	7.8	1.4	49.3	15.5	7.0	26.8
(b)	Young single female	9.1	58.0	15.1	14.2	3.6	9.9	53.5	14.1	15.5	7.0
(c)	Young single male	6.9	52.9	21.8	16.3	2.1	7.1	62.9	15.7	12.9	1.4
(d)	Married couple, both teachers	0.9	23.9	50.8	21.5	3.1	0.0	25.4	50.7	18.3	5.6
(e)	Married couple, one teacher	4.9	26.4	36.5	29.8	2.5	1.4	33.8	31.0	29.6	4.2
(f)	Other (please comment opposite)	0.0	5.4	37.8	56.8	0.0	2.2	4.0	38.9	54.9	0.0

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